



Branching Out

Creating Connections to End Sexual Violence

Fall 2019

Volume 13, Issue 2

Exciting Changes for SAS

By Samantha Sustachek



As you may or may not be aware, SAS is able to provide services in our community thanks to support from a variety of funders - federal, state, and local. The largest of these funders is the Victims of Crime Act (VOCA) grant. SAS began receiving VOCA support shortly after the program was formed 20 years ago, and that support has increased over the years. VOCA specifically funds direct services to crime victims - things like therapy, support groups, the crisis line, and hospital response.

This year, the VOCA grant was a competitive process, meaning that anyone in the state could request funds, whether they were a previous VOCA recipient or not. The pool of available funds was also greatly increased from what was available during the last round of grant applications.

Although recipients of VOCA grants serve all different types of crime victims, VOCA placed a special focus on services for sexual assault victims this year, so SAS was perfectly positioned to receive a sizable VOCA increase due to the work that we are already doing.

I am so excited to announce that SAS was funded at more than twice the level the program was previously receiving. VOCA will now be funding portions of existing positions that were not previously VOCA funded, one entire new position, and a portion of another new position. VOCA will also be funding some new and much needed services in Racine, such as an emergency fund for victims, alternative healing nights, and a variety of supplies that will greatly enhance the program and the experience of clients.

As you can imagine, this is going to lead to some positive changes for SAS. For one, the Bilingual Outreach Advocate (BOA) position, which SAS has been without since we lost the funding for it almost two years ago, will be returning. This means that, although Annabell Bustillos has been an amazing Volunteer & Community Awareness Specialist, she will soon be returning to the BOA position. SAS and the Racine community are fortunate that Annabell has been willing to stay on with the program in a differing capacity from which she was originally hired. Our program and clients retained the benefits of her bilingual and bicultural skills and experiences, and we are thrilled that she will soon be able to transition seamlessly back into her duties of service provision and outreach to the Hispanic and Spanish speaking populations of Racine. This means that SAS will also be hiring a new Volunteer & Community Awareness Specialist. We are excited and hopeful about welcoming new energy and ideas to our team.

Perhaps the biggest news of all is that SAS will also be hiring an Executive Director, which will allow us to work towards our goal of becoming an independent non-profit. We are so grateful to Focus on Community for their past and continued support of SAS – we would probably not currently exist as a program if they wouldn't

Cont. on page 2

Inside This Issue

Helping Hands &
Program Statistics.....Page 2

Family Advocate.....Page 3

Legislative Update....Page 4

Face to Face.....Page 5



Helping Hands

By Annabell Bustillos

Sexual Assault Services (SAS) is always looking to add to our strong team of volunteer advocates. I'd like to take this opportunity to share some information about our volunteer program. Our volunteer training consists of approximately 18 hours of training in sexual assault, crisis response, listening and communication skills, and community resources.

SAS volunteer advocates provide support and information to survivors at the hospital. Racine volunteer advocates answer our 24-hour crisis line and respond to Ascension ER. We ask that each volunteer commits to taking one 24-hour shift per month.

Our Burlington volunteer advocates respond to Aurora Memorial Hospital of Burlington and do not respond to the calls on the crisis line. The time and duration of on-call shifts in Burlington are flexible.

SAS also has a Spanish Warm Line that provides assistance in Spanish to survivors and their families. This line is currently available from 9 a.m.-5 p.m. Monday through Friday. We are also seeking bilingual volunteer advocates to staff this line in the hopes of expanding the available hours.

What are the requirements to be a volunteer? All of our Volunteer Advocates must be at least 18 years old, have access to a car, attend our training, and pass a background check. Volunteer advocates must also be able to respond to the hospital within about 30-45 minutes of being called.

If you are interested in becoming a volunteer advocate, contact Annabell Bustillos at abustillos@focusracine.org or by phone at the Racine Office at (262) 619-1634. We are hoping to hold a volunteer advocate training early next year.

—Annabell



have agreed to be our fiscal sponsor this year. However, we believe that becoming our own entity is the best path to sustainability for SAS, and we are excited to be able to take the first steps in that direction with the help of increased VOCA funding.

We hope that you, our community partners, will help spread the word about SAS's transformation. Please share the job postings for both the Volunteer & Community Awareness Specialist and the Executive Director with your networks. Please also know that SAS will soon be assembling a Board of Directors, so if you or someone you know would be interested in being a part of our program in that capacity, please feel free to contact us for more information. Stay tuned, as we will keep you updated with the exciting changes that will surely be taking place, and feel free to reach out to me with questions at any time.

—Sam



See page 5 of this newsletter for more information and then click [here](#) to register to attend Sexual Assault Services' screening of the award-winning documentary *Roll Red Roll*. This event is a collaboration with the award-winning documentary series POV (www.pbs.org/pov).

SAS Program Statistics January—June 2019

Crisis Line Calls.....	59
Racine Hospital Visits.....	41
Burlington Hospital Visits.....	3
Legal Advocacy Sessions.....	70
New Counseling Clients.....	26
Counseling Sessions.....	436
Support Group Sessions.....	6
Community Presentations.....	42
CAC Appointments.....	44



Family Advocate

By Christa Dasher

Teaching Kids About Consent

The topics of sexual assault, harassment and consent are being increasingly discussed in our society and in the media. When thinking about the topic of consent, we often think of adult relationships. However, to most effectively address the issues of sexual assault and harassment we must begin having these conversations beginning in childhood. The beginnings of teaching consent can be introduced as young as one year old. The subject matter can be divided based on age into three levels: young children (1-5 years), older children (5-12 years) and teens and young adults.

Young Children 1-5 years

The first step to educating young children about consent is talking to them about their bodies and teaching them proper terms for their body parts. Children should know these words just like they are taught eyes, ears, and nose. Knowing these terms can reduce the risk that they will be sexually abused and if they ever are, will make it easier for them to seek help.

Teaching children about personal boundaries introduces them to the concept of consent. Obviously, at times, we as adults must touch children necessarily. For example, a small child may need a diaper changed. Whenever possible ask children permission to touch them. Children should never be forced to give a hug or kiss to someone. Have conversations with friends and family regarding this. For example, grandma will understand when the child does not give them a hug. Adults should also encourage children to ask permission before touching a peer. Teach them how to use no and stop words, for when they are uncomfortable. They should also be taught that they should respect other's wishes when told no.

Another way to introduce the concept of consent with children is to encourage body autonomy and personal independence. Encourage children to wash their genitals themselves. We all understand children may need our

help sometimes, but we should give them options when possible. Let children make choices for themselves, such as picking out their clothing. Perhaps if a child does not want to give a hug to someone, they could give them a high five instead.

Social-emotional learning is also important in teaching consent. Help create empathy within children, by encouraging them to think about how something they do affects others' feelings. Teach kids about body language and reading facial expressions. Make it fun by making a game where they can identify different emotions such as sad, scared, excited, etc. Make them use their words, rather than throwing a tantrum. You can begin teaching them how to be an upstander, rather than a bystander, by encouraging them to help others in trouble. You can make it fun for them by making them think of themselves as a superhero. Talk to kids about "gut feelings". Teach them that if something doesn't feel right or is confusing, they can always talk to you or another adult about it.

Older Children 5-12 years

During these years children are experiencing many changes. have conversations with kids about how their body is changing. Reassure them that though it can be a confusing time, these changes are normal and something that everyone goes through. Encourage them to think about things that feel good or bad to them. For example, maybe they like hugs, but they dislike tickling.

Encourage kids to utilize consent when playing with peers. Help them identify safewords for when they are playing with others. It is easy for children to get caught up in whatever they are playing and saying "no" may be part of the game. Something like "I mean it" can signal that they are wanting to stop. Kids should also be reminded to stop and check in on their peers during play. Is everyone enjoying themselves? Teach them to notice facial expressions and body language. This assures that everyone is on the same page.

Talk with kids and help them interpret what they see at school and when interacting with other kids. For example, if they witnessed bullying, what did they do? What could they have done differently? Encourage children to observe for ways that they can help others. For example, holding the door open for others. Continue to reinforce empathy and the understanding of how their behavior and actions affect others around them.

Cont. on page 4



Legislative Update

By Vicki Biehn

The Wisconsin Coalition Against Sexual Assault (WCASA) is working with the Wisconsin State Assembly and Senate on a couple of bills that relate to sexual assault forensic evidence collection kits or SAKs. For background information, when an individual is sexually assaulted they can go to the emergency room for medical treatment and to get forensic evidence collected. This forensic evidence is used to assist with the prosecution of the sexual assault to potentially hold the offender accountable for the crime.

Senate Bill 200/Assembly Bill 214 is a piece of legislation that would ensure that Wisconsin does not experience a backlog of unsubmitted SAKs in the future. As you may be aware, the backlog of SAKs has been an issue for Wisconsin and across the United States. This backlog of previously untested SAKs has prevented some offenders from being held accountable for their crimes and kept survivors from the justice they deserve. This bill was developed by a multi-disciplinary team of sexual assault advocates, law enforcement officers, prosecutors, and forensic nurses to create the necessary protocols to ensure that SAKs are being processed by the criminal justice system in a timely manner.

Senate Bill 332/Assembly Bill 358 is a piece of legislation that allows a sexual assault survivor to anonymously track or receive updates regarding the location and status of their SAK throughout the criminal justice process. This is an important piece of legislation, in that it gives survivors some control and information about what is happening with their SAKs. During a sexual assault the individual loses control over her/his body, and this is one way that the criminal justice system can help restore a survivor's sense of control over her/his life and begin healing from this trauma.

These two bills that have already passed the Wisconsin Senate in a vote of 33-0 for one of the bills and the other passed on a voice vote.

Please contact Vicki Biehn at (262) 619-1634 or vbiehn@focusracine.org or Ian Henderson from WCASA at (608) 257-1516 or ianh@wcasa.org if you have any questions about this upcoming legislation.

—Vicki



Cont. from page 3

Teens and Young Adults

Middle school is a common time where we see kids experiencing a decrease in self-esteem. Adults can help with this by offering compliments. Be sure to focus on achievements and not solely on appearances. Have open conversations with teens about how they are growing up and their hormones are changing. Teach them that though it may be hard to think, and they are experiencing many desires, they are ultimately responsible for themselves and their own actions. Continue to have sex talks and incorporate the topic of consent. Too often we discuss the topic of "safe sex" but fail to address the concept of consent. Pose questions such as "how do you know that someone is ready to kiss you?" Encourage them to ask permission to touch or kiss a partner. It is important to address this topic early on before bad habits have been formed. It makes it easier, rather than trying to change bad behavior patterns that are already established.

Education surrounding "safe touch/unsafe touch" should be continued to be addressed during this time. In middle school, it is common for kids to begin playing "games" such as slapping butts. Often times they see these games as harmless fun. They often fail to think about how the other person feels about what is happening to them. This is also a common time for "locker room talk" to begin in gender-segregated environments. Remind them that we are whole people and not just objects. We, as adults, need to model this behavior to teens and young adults in our own relationships.

Having honest conversations about partying and alcohol use is important in this age group as well. You need to state that though you are not condoning the behavior, you realize that this is a common occurrence among teens. Pose questions such as, "How do you know when you have too much to drink?" Discuss how drinking can impact behaviors and that an intoxicated person is not capable of giving consent. Be aware of the wording you use when discussing partying. Avoid victim-blaming. It is always the perpetrator's responsibility to not harm another, not the victim's fault for an assault.

Cont. on page 5



Face to Face

By Kari Wilder

Catherine MacKinnon, a feminist and legal scholar once stated that, "Rape, from a women's point of view, is not prohibited; it is regulated". In other words, though sexual assault is illegal it does seem that certain people are above the law. One group that is a perfect example of this special treatment are male athletes. Whether these athletes are in high school, college, or have achieved a professional level their status as athletes seems to result in them being treated like gods and often protects them from punishment. Kareem Abdul-Jabbar who played basketball for the University of California, Los Angeles and eventually professionally in the NBA publicly commented on this special treatment stating, "I'm especially aware of the culture of entitlement that some athletes feel, as they strut around campus with the belief that they can do no wrong".

A U.S. Senate survey of 440 colleges and universities found that school staff often discourage survivors from reporting, delay the process to allow athletes to finish the season or graduate, or sometimes fail to follow up at all. Even when athletes are found responsible, they may only receive light punishments. In 2009, when a Pennsylvania State University football player was accused of sexual assault and was called in for an interview with the Office of Student Conduct his immediate response was "Does football know I'm here?" suggesting that because he was a football player he was above punishment. In 2017, Baylor University's Board of Regents fired the head football coach and forced the university's president to resign after evidence was found that the coach covered up multiple events of sexual misconduct by his players. Similar things have occurred at the University of Tennessee at Knoxville, University of Richmond, the University of North Carolina at Chapel Hill, and Florida State University. A Penn State football player even used his status as an athlete to justify sexually assaulting a woman in a bathroom. As the woman fought to open the bathroom door he stated, "I'm a football player. You know you want this."

The special treatment of athletes extends past school campuses. In 2015, Brock Turner, a Stanford University

student athlete, was caught in the act of sexually assaulting an unconscious woman behind a dumpster by two students. He was charged with three counts of felony sexual assault. Turner was found guilty and while prosecutors recommended a sentence of 6 years the judge, who was himself a student athlete in the past, decided that he would instead sentence him to 6 months in jail and three years of probation because prison would have "a severe impact on him." He was released after only serving three months. Turner's father even referred to the sexual assault as "20 minutes of action" which he stated should not result in his son going to prison.

It is clear that the special treatment male athletes receive is a problem. Not just at a few college campuses or high schools but across the nation. On Thursday, November 21st at 6:30PM Sexual Assault Services will be presenting a screening of "Roll Red Roll." "Roll Red Roll" is about the Steubenville High School rape case where two student athletes sexually assaulted an unconscious female student and documented the acts using cell phones and social media. In this case multiple adults faced charges as well for being aware of the assault and not reporting it or even trying to cover up the crime. We invite you to come join us for a community discussion with a panel of local professionals involved in the investigation and prosecution of sexual assault cases in Racine county. We hope to see you there!

—Kari



Cont. from page 4

Educating our youth about consent from a young age and continuing these conversations, is the only way we can make strides towards the prevention of sexual assault and harassment. Children are eager for us to share this information with them and to learn from us. I hope you will take the time to discuss these issues of consent with the children in your life.

—Christa

Adapted from the article "The Healthy Sex Talk: Teaching Kids Consent, Ages 1-21" by The Good Man Project



Sexual Assault Services
2000 Domanik Dr. 4th Floor
Racine, WI 53404

Contact Us!

SAS Racine Office
2000 Domanik Dr. 4th Floor
Racine, WI 53404
262-619-1634

SAS Burlington Office
480 S. Pine St.
Burlington, WI 53105
262-763-6226 Ext. 109

24 Hour Crisis Line: 262-637-SAFE (7233)

Spanish Crisis Line: 262-424-3134

Website: <http://www.sasofracine.org>

Stay Connected!



Join our News and Events email update list! Would you like to receive information on upcoming SAS events and volunteer opportunities? Email Samantha Sustachek at ssustachek@focusracine.org with "SAS news and events" in the subject line and she will include you in all SAS news and events related emails.

Sexual Assault Services seeks to create a safe and compassionate environment to help promote the healing of sexual assault survivors and their support people.

Sexual Assault Services is funded by United Way of Racine County, Victims of Crime Act grant, Sexual Assault Victim Services grant, the Racine Dominican Mission Fund, the Racine Community Foundation, and the support of generous local donors.

